

## Standard V Program Report

Institution: **Whitworth University Undergraduate Teacher Education Program**

**Dr. Randall Michaelis, Director**

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**Dean: Dennis W. Sterner**

Signature Dennis W. Sterner

Core courses-courses taken by all candidates	Elementary Education Courses	Secondary Education Courses
EDU 201 Educational Psychology EDU 202 Exploring Teaching Seminar EDU 203 Exploring Teaching Field Experience EDU 320 Exceptional Learners and Inclusion EDU 321 Intervention for Motivation and Behavior EDU 366 Teaching English Language Learners EDU 367 Introduction to Intercultural Education EDU 368 Field Immersion in Intercultural Education EDU 401W Democracy, Leadership & Schooling EDU 471/475 Assessment in Education EDU 472/476 Professional Issues in Education EDU 473/477 Classroom Management EDU 474/478 Student Teaching Seminar EDU 496/497/498 Directed Teaching	EDU 340 K-8 Methods, Assessment, & Social Studies EDU 341 Mathematics: K-8 Methods & Assessment EDU 342 Field Experience: Elementary Curriculum EDU 343 Science: K-8 Methods and Assessment EDU 344 Children's Literature & Language Literacy EDU 440 Reading: K-8 Methods and Assessment EDU 441 Diagnosis and Intervention for Reading Difficulties EDU 442 Field Experience: Literacy	EDU 350 Methods in Teaching Middle and High School EDU 351 Secondary Field Experience EDU 452 English Language Arts in Secondary Schools EDU 453 Social Studies in Secondary Schools EDU 454 Math in Secondary Schools EDU 455 Science in Secondary Schools EDU 458 Content area Reading & Writing in Secondary Schools

**What would be the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals? Please be as specific as possible in describing the evidence.**

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p><b>A. Content driven.</b> All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.</p> <p><b>B. Aligned with curriculum standards and outcomes.</b> All students know the learning targets and their progress towards meeting them.</p> <p><b>C. Integrated across content areas.</b> All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</p>	<p><b>Elementary/Secondary methods courses &amp; field experiences: EDU 340, 341, 342, 343, 350, 351 Unit Plans</b>—Include the following elements: Enduring Understandings and targeted Knowledge and Skills based on EALRs and GLEs; integration of Reading/ Writing/ Communication EALRs; ideas for possible interdisciplinary connections with other content areas; assessments which measure student achievement of objectives; and at least one lesson plan in which student-voice evidence is collected to show that students communicate the learning targets, their progress toward them, and their resources available to meet the learning targets.</p> <p><b>Lesson Plans</b>—Each lesson plan includes: Behavioral Objectives aligned with EALRs and GLEs; how the “Learning Targets” (the objectives stated in “student-friendly” terms) will be orally and visually communicated to the students; how the candidate will formatively assess if students have achieved the objectives; how written or oral statements will be gathered from students to answer the questions:</p> <ul style="list-style-type: none"> <li>• What are the learning targets of today’s lesson?</li> <li>• How close am I to meeting the targets?</li> </ul>	<p><b>EDU 342/351:</b> Lesson(s) taught in field includes closure activity with written or oral statements by students answering: What are the learning targets of today’s lesson? How close am I to meeting the targets? What help can I use to achieve the learning targets? What thinking strategies do I use to meet the targets?</p> <p><b><u>Student Teaching:</u></b></p> <ul style="list-style-type: none"> <li>• Candidates collect data based on student progress on state standards to demonstrate Positive Impact Plan (PIP) on student learning.</li> <li>• Candidates collect targets stated in student voice for PPA 7d.</li> <li>• Candidates use a variety of assessment tools for collecting student voice.</li> </ul>

	<ul style="list-style-type: none"> <li>• What help can I use to achieve the learning targets?</li> <li>• What thinking strategies do I use to meet the targets?</li> </ul> <p>Student Teaching:</p> <ul style="list-style-type: none"> <li>• Candidates plan and teach instructional units aligned to the 340/350 specifications described above.</li> </ul>	
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**What would be the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching? Please be as specific as possible in describing the evidence.**

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p><b>A. Informed by standards-based assessment.</b> All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p> <p><b>B. Intentionally planned.</b> All students benefit from standards-based planning that is personalized.</p> <p><b>C. Influenced by multiple instructional strategies.</b> All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.</p> <p><b>D. Informed by technology.</b> All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.</p>	<p><b><u>Core Courses:</u></b> <b>EDU 201, 202, 203</b> Students write the definition of personalized instruction and assessment based on their field experience observation and course material.</p> <p><b>EDU 321:</b> Candidates complete an Intervention study in which they collect student baseline performance data, construct and implement an intervention for a behavior or skill identified in the student's IEP, collect performance data documenting the intervention's effect, and present a formal report.</p> <p><b>EDU 366, 367, 368:</b> Candidates modify lesson plans specifically for linguistic and cultural differences.</p> <p><b><u>EDU 471/475 Assessment in Education:</u></b> Candidates develop formative assessments that include the use of questioning strategies and soliciting responses in student voice; summative assessments that include selected response and constructed response tests and performance assessment rubrics; self assessment strategies that include reflection of lesson outcomes and measurement of impact on student learning.</p> <p><b><u>Elementary and Secondary Methods courses:</u></b> <b>EDU 340, 341, 342, 350, 351:</b> Unit Plan contains the following elements: Specifies formative and summative assessments, including one authentic performance task; instructional plan is designed purposefully to target the identified standards; contains at least one teacher-centered model</p>	<p><b><u>Core courses:</u></b> <b>EDU 321:</b> Candidates complete an intervention study in which they take measures of social validity from both the teacher and the participating student. Teachers will be asked to rate the ease of use, practicality, appropriateness, and apparent effectiveness of the intervention procedures. Depending upon verbal ability, students who can communicate will be asked what they learned, how they learned it, how close they came to meeting the learning target, and how helpful the intervention was. For students who are not able to communicate, Candidates must measure the student's preference regarding the intervention, level of engagement, and any affect expressed during the intervention.</p> <p><b><u>EDU 342/351 (Elem and Sec Methods)</u></b> In the lesson(s) taught in the field placement, the closure activity includes written or oral statements by students that answer the questions:</p> <ul style="list-style-type: none"> <li>• What are the learning targets of today's lesson?</li> <li>• How close am I to meeting the</li> </ul>

	<p>of instruction and one student-centered model of instruction; at least one example of technology use at each of three tiers: (1) teacher productivity, (2) teacher presentation/student productivity, (3) student-centered active learning. Describes a diagnostic assessment to pre-assess students' knowledge and ability; describes a "tiered" performance task with an alternate level of complexity to assess students at other ability levels; specifies modifications/accommodations to ensure success of students of diverse cultural and linguistic backgrounds.</p> <p><b><u>EDU 441 (elementary only):</u></b> Intervention Plan: Candidates create an intervention plan based on the assessment data in at least three areas of reading performance. The intervention plan is implemented with students and then students are reassessed on performance. Recommendations based on the collected assessment data are shared with the child and the classroom teacher</p> <p><b><u>Student Teaching:</u></b> Candidates prepare and teach instructional units based on the specifications described above including standards based lessons, multiple instructional strategies, and Tier One and Tier Two use of technology. These are documented in the PPA (10a, b, e, g, 6b).</p>	<p>targets?</p> <ul style="list-style-type: none"> <li>• What help can I use to achieve the learning targets?</li> <li>• What thinking strategies do I use to meet the targets?</li> </ul> <p><b><u>Student Teaching:</u></b></p> <ul style="list-style-type: none"> <li>• Candidates collect evidence of student progress on state standards.</li> <li>• The PPA process gives evidence on how students can articulate the objectives of the standards-based instruction and self-assess their own learning.</li> <li>• Candidates collect student reflection of learning with exit slips, journal entries, and reflective writing assignments.</li> </ul>
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**What would be the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts? Please be as specific as possible in describing the evidence.**

Criteria - <i>Evidence of teacher candidate practice reflect planning, instruction, and communication that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p><b>A. Learner centered.</b> All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> <p><b>B. Classroom/school centered.</b> Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</p> <p><b>C. Family/Neighborhood centered.</b> Student learning is informed by collaboration with families and neighborhoods.</p> <p><b>D. Contextual community centered.</b> All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</p>	<p><b><u>Core Courses:</u></b>  <b>EDU 201, 202, 203:</b> Candidates write a case study, which focuses on individual difference and diversity, and examines cognitive, social/emotional development in light of the community/school context.  <b>EDU 320:</b> Candidates develop a Resource Guide specific to a disability area that describes learner characteristics and appropriate classroom accommodations. This includes a web search and summary on the disability, and abstracts of research regarding effective teaching strategies for that student. Students share the information learned with the student’s family and gather feedback.  EDU 343: Candidates develop integrated science units which incorporate the Themes of Sustainability.  <b>EDU 366, 367, 368.</b> Candidates produce a portfolio based on their Jan Term intercultural immersion field experience, which show their own reflections on 11 skills of cultural competence. Instructional plans are developed with formative assessment strategies for cultural, ethnic, and linguistic diversity in the classroom.</p>	<p><b>EDU 366, 367, 368:</b> Student perspectives on family, school, and community cultures with respect to schooling are submitted to candidates. Candidates create a portfolio which captures these perspectives. These include their experiences with students and families in our intercultural field immersion Jan term. Candidates attempt to capture the experience of the “other” with respect to learning and schooling.</p> <p><b><u>Student Teaching:</u></b> Candidates submit evidence documenting parent/family engagement and impact of that engagement on students. This evidence will vary based on the grade level, students and issues that they are addressing.</p>

	<p><b>EDU 401:</b> Candidates interview first year teachers on classroom, school, and community contexts and its impact on schooling. Candidates perform an organizational study in which they must consider the social contexts of the organization and its impact on the organization's performance. Students read <i>Educating Citizens For Global Awareness</i> by Nel Noddings and integrate these perspectives into curriculum development.</p> <p><b>EDU 471/475:</b> Assessment in Education: Candidates demonstrate the ability to explain assessment plans, grades and standardized test results to parents. Candidates demonstrate the ability to use affective assessment strategies to measure student acquisition of concepts related to environmental education and sustainability.</p> <p><b><u>EDU 340/350 (Elem and Sec Methods)</u></b></p> <p><u>Lesson Plans:</u> include reflection on the effectiveness of the lesson and what could be improved.</p> <p><u>Unit Plan:</u> Specifies a community resource that will support the learning in the plan. Includes a letter to parents/guardians describing the goals and activities of the unit and means for family support of learning.</p> <p><b>EDU 342/351</b></p> <p><u>Lesson Plan:</u> The lesson(s) taught in the placement classroom is followed by reflection on the effectiveness of the lesson</p>	
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	<p>and what could be improved.</p> <p><u>Demographics Assignment</u> Details statistics and impressions to describe the context of the school, families, and neighborhood.</p> <p><u>Classroom Management Plan</u> Explains the desired climate of the classroom which will be accomplished through the management plan.</p> <p><b><u>Student Teaching:</u></b> Candidates complete the PPA which documents the involvement of the family and community in classroom instruction (PPA 3d)</p> <p>Candidates demonstrate culturally responsive learning activities (PPA 8b,c)</p> <p>The candidates are observed by mentor teachers and supervisors teaching lessons for engagement of the family and community.</p>	
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**What would be the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession? Please be as specific as possible in describing the evidence.**

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>
<p><b>A. Informed by professional responsibilities and policies.</b> All students benefit from a collegial and professional school setting.</p> <p><b>B. Enhanced by a reflective, collaborative, professional growth-centered practice.</b> All students benefit from the professional growth of their teachers.</p> <p><b>C. Informed by legal and ethical responsibilities.</b> All students benefit from a safe and respectful learning environment.</p>	<p><b><u>Core Courses:</u></b>  <b>EDU 321:</b> Candidates will work in collaborative groups to develop a research-based intervention and application for research with human subjects which must be approved by Whitworth's Institutional Review Board for protection of confidentiality, appropriate risk of the intervention, informed consent, appropriateness, and ethical practice. Candidates must monitor effectiveness data and adjust interventions based on student performance.  <b>EDU 401:</b> Candidates engage in a number of case studies regarding legal, ethical, and professional practices in the schools. They produce reflections on the case studies and identify professional issues.  <b>EDU 471/475:</b> Assessment in Education:  Candidates demonstrate awareness of resources to assist their professional development in assessment.</p> <p><b><u>EDU 340/342/350/351</u></b> (Elem and Sec Methods and field experiences):  Lesson plans include reflection on the effectiveness of the lesson and what could be improved. Candidates are assessed by field experience teacher(s) on dispositions appropriate to the profession.  <u>Performance Evaluation form</u>  Instructor completes evaluation of Essential Attributes of candidate.  <u>Benchmark II Self-Reflection</u>  Candidate articulates areas of strength and needed growth.  <u>Self-Evaluation Form</u>  Candidate summarizes what was learned about teaching, students, and him/herself as a teacher.</p>